



Dutton Park State School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

We strive to provide supportive educational opportunities for children from diverse backgrounds to enable active participation in an ever-changing world. Our priorities are to enhance student outcomes with innovative practice, collaboration and respect. We strive to support students who are creative and critical thinkers.

Dutton Park State School is a Prep to Year 6 primary school with an enrolment of approximately 355 students. The school opened in 1884 and is located in the inner city suburb of Dutton Park. It is easily accessible for families who are active travellers and is serviced by a local train station and council bus service.

The school is asbestos free and fully air-conditioned. Dutton Park State School, as an inner city school, has engaged with DoE in a master planning process to ensure a futures perspective in our school.

The students' families include a diverse cross section of occupations with 36 different ethnic backgrounds and 27% having a language background other than English. The school has an established culture of respect and inclusion. Visitors to our school frequently comment on the family feel our school has.

Our Values program, The Six Kinds of Best, continues to promote this ethos and underpins our school expectations of *Be Safe, Be Respectful and Be a Learner*.

The teaching of Philosophy as a stand alone subject has long been a part of the school. Over the past two years, we have ensured that it underpins our practices and strengthens the creativity and respect, ever present in our school.

Our student's achievements, academically, have continued to demonstrate improvement of students achieving above NMS and in U2B.

School progress towards its goals in 2018

In 2018, staff, students and parents at Dutton Park State School have continued to work together to develop quality teaching and learning programs to further develop consistent practices and improve outcomes for students across all year levels.

We have demonstrated a strong commitment to the school's four-year Strategic Plan which outlines improvement priorities of feedback, reading and systematic curriculum delivery.

In 2018, we targeted funds towards and our AIP remained focussed on:

- Philosophy
- Developing a culture of feedback to enable high quality teaching and learning
- Reading
- Systemic Curriculum delivery and
- Positive Behaviour for Learning.

Positive

Highlights and achievements for 2018 included:

- Engaging with like schools for planning and moderation
- Further developing the Dutton Park model for teaching reading, Daily Café to include a common language, structures and an explicit focus on student engagement and goals
- Embedding our school expectations through Positive Behaviour for Learning: Be Safe, Be Respectful and Be a Learner
- Engaging our whole school community in our PBL processes
- Staff engagement in professional development aligned to Positive Behaviour for Learning, Philosophy and Reading
- Developing
- Continued participation in extra-curricular activities such as Reader's Cup, Instrumental Music, School Camps, Science Fair, Band Camps, representative sport and Budgie Cup
- Strengthening relationships between schools in our local cluster, the Eastern Alliance to provide a network for teachers to work collaboratively, particularly in the areas of Australian Curriculum, English, Reading, moderation and planning.

Future outlook

Dutton Park State School will continue to commit to our four-year Strategic Plan throughout 2018. This will provide further opportunities to embed high quality practices across the school.

In 2019, our AIP keeps our school focussed on:

- Developing a framework for consistent practice in the teaching of Reading
- Student goal setting and feedback
- Developing data literacy
- Developing a consistent pedagogical approach to the teaching of Philosophy to support students becoming creative and critical thinkers
- Further refine our school processes and use of data for Positive Behaviour for Learning.

In 2019, we also look forward to:

- increasing community engagement in a future perspective of our school through our Master Planning, and
- strengthening community relationships outside our school, in particular, EcoSciences and the Eastern Alliance.



Nicole Goodwin
Principal

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	309	328	333
Girls	159	168	175
Boys	150	160	158
Indigenous	9	11	12
Enrolment continuity (Feb. – Nov.)	95%	90%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Dutton Park State School is a co-educational school in a diverse community. This diversity is acknowledged and respected. Our school has grown steadily in enrolments, even with the introduction of the School Enrolment Management Plan.

In 2017, our school included approximately 27% of students who live in families with a language other than English as their main identified language, and 2% of students with an Education Adjustment.

Approximately 89% of our students had an attendance rate of above 85%.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	25	26	24
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Dutton Park State School continues to align our school wide curriculum delivery with the implementation of the Australian Curriculum. High quality pedagogical practices focus on improving student outcomes through explicit goal setting. Developing a common language and approach to teaching assists in skill development across our school wide practices. We continue to deliver clear alignment between curriculum, assessment and reporting to parents.

Our approach to the teaching of Philosophy continues to develop creative, critical thinkers who can listen deeply, reason and respect other's points of view.

Co-curricular activities

- Philosophy
- Student Leadership including: School Captains, Cultural Captains, Media Crew, Band Captains, House Captains, EcoMarine Ambassadors, Environmental Captains and Student Council
- Participation in ICAS
- Choir
- Instrumental Music
- Participation in Budgie Cup
- Camp in Year 5 and 6
- Science Fair
- Philosathon
- Representative sport

How information and communication technologies are used to assist learning

Students across Prep to year 6 are provided with explicit instruction in Technology curriculum. These lessons provide opportunities to develop ICT skills appropriately and safely, while aligned to the Australian Curriculum. All classrooms are fitted with mobile interactive panels and have access to laptops to facilitate curriculum delivery.

Social climate

Overview

Dutton Park State School has continued to embed our school expectations of Be Safe, Be Respectful and Be a Learner through our Positive Behaviour for Learning. We have seen all students actively engaged in our rewards system.

Our expectations are underpinned by the Six Kinds of Best:

- Be kind to yourself
- Be kind to others
- Be kind to the environment
- Be the learning kind
- Be the achieving kind
- Be the community kind

Skills explicitly taught through Philosophy bring both our school expectations and the Six Kinds of Best together. The respectful relationships developed are emphasized through 93% of parents stating their child likes being at this school, and 96% stating their child feels safe in this school, while 94% of students stated they like being at Dutton Park State School and 95 %feel safe in the environment created.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	98%	85%	91%
• this is a good school (S2035)	100%	98%	93%
• their child likes being at this school* (S2001)	98%	98%	93%
• their child feels safe at this school* (S2002)	98%	100%	96%
• their child's learning needs are being met at this school* (S2003)	94%	85%	89%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	98%	89%	93%
• teachers at this school expect their child to do his or her best* (S2005)	100%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	98%	96%	89%
• teachers at this school motivate their child to learn* (S2007)	98%	96%	89%
• teachers at this school treat students fairly* (S2008)	100%	100%	95%
• they can talk to their child's teachers about their concerns* (S2009)	98%	98%	96%
• this school works with them to support their child's learning* (S2010)	96%	89%	96%
• this school takes parents' opinions seriously* (S2011)	93%	89%	79%
• student behaviour is well managed at this school* (S2012)	100%	96%	91%
• this school looks for ways to improve* (S2013)	94%	93%	86%
• this school is well maintained* (S2014)	79%	74%	80%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	100%	92%
• they like being at their school* (S2036)	94%	98%	94%
• they feel safe at their school* (S2037)	91%	98%	95%
• their teachers motivate them to learn* (S2038)	90%	92%	97%
• their teachers expect them to do their best* (S2039)	96%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	98%	93%
• teachers treat students fairly at their school* (S2041)	78%	90%	88%
• they can talk to their teachers about their concerns* (S2042)	77%	93%	96%
• their school takes students' opinions seriously* (S2043)	76%	92%	93%
• student behaviour is well managed at their school* (S2044)	72%	90%	84%
• their school looks for ways to improve* (S2045)	90%	97%	96%
• their school is well maintained* (S2046)	82%	92%	85%
• their school gives them opportunities to do interesting things* (S2047)	81%	98%	94%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	89%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	89%	95%	96%
• they receive useful feedback about their work at their school (S2071)	74%	81%	87%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	92%	94%	93%
• students are encouraged to do their best at their school (S2072)	95%	95%	100%
• students are treated fairly at their school (S2073)	95%	90%	100%
• student behaviour is well managed at their school (S2074)	89%	81%	87%
• staff are well supported at their school (S2075)	89%	86%	83%
• their school takes staff opinions seriously (S2076)	83%	90%	91%
• their school looks for ways to improve (S2077)	89%	95%	96%
• their school is well maintained (S2078)	100%	86%	96%
• their school gives them opportunities to do interesting things (S2079)	78%	100%	95%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Dutton Park State School has an active parent community, highlighted by the strength of our P&C. It is also represented by the number of parents who volunteer in their child's class.

Parents are seen as partners in the education of children in our school. They are encouraged to engage in all aspects of their child's schooling, including throughout the consultation and implementation of adjustments to student learning to facilitate access and engagement in all school activities.

Respectful relationships education programs

Dutton Park State School has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Our implementation of Philosophy continues to develop and support students to respectfully interact, share ideas and differing points of view and resolve conflict without violence.

Positive Behaviour for Learning continues to highlight and acknowledge highly desirable behaviours aligned to the school's expectations of Be Safe, Be Respectful and Be a Learner, underpinned by the Six Kind of Best. PBL also provides clear processes and education when less desirable behaviours are demonstrated. This allows all students to make mistakes, and learn in a safe and supportive environment.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	9	14	20
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Dutton Park State School has water tanks with some water used in the toilets. The school has recently undergone an air conditioning upgrade which will ensure more efficient systems are running in our school. Timing systems are installed to ensure automatic shut off and self-shutting doors and blinds to avoid loss of temperature.

The school engages in recycling of cardboard, paper and print cartridges. We engage the services of businesses such as Reverse Garbage where appropriate in curriculum activities.

Students have engaged in reducing our environmental footprint and developed a War on Waste Crew. Students actively model environmentally friendly actions such as reducing our school's general waste and grow their own produce. The War on Waste Crew is committed to educating our school community on environmentally sustainable practices.

Dutton Park State School encourages active travel to and from school.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	125,583	130,971	129,209
Water (kL)	710	3,431	4,428

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	25	12	<5
Full-time equivalents	21	9	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	1
Graduate Diploma etc.*	4
Bachelor degree	20
Diploma	0
Certificate	0

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$28 818.06.

The major professional development initiatives are as follows:

- Philosophy – Level 1 training and coaching
- Australian Curriculum Development
- Reading
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	95%	93%	94%
Attendance rate for Indigenous** students at this school	94%	94%	95%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	93%	94%
Year 1	94%	94%	94%
Year 2	94%	94%	94%
Year 3	96%	93%	94%
Year 4	93%	94%	95%
Year 5	94%	92%	94%
Year 6	96%	94%	94%

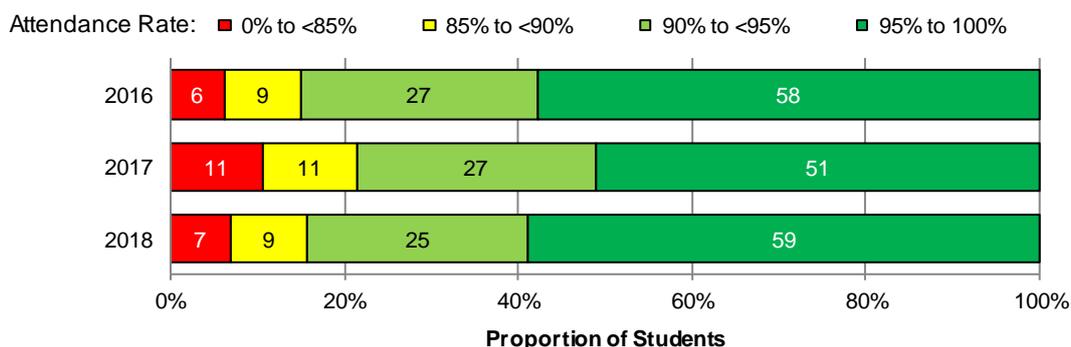
Year level	2016	2017	2018
Year 7		100%	
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Dutton Park State School utilizes a same day messaging service for any students who are absent from school without a reason. Parents are requested to notify the school by 9 am each morning of their child's absence. In the event that an absence continues as unexplained, the school follows up with phone calls and letters.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.